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| **STAGE 1** **WRITING CHILD SPEAK TARGETS** |
| **Composition and Text Structure** |
| I can say out loud what I’m going to write about. |
| I can say my sentence before writing it. |
| I can re-read what I have written to check that it makes sense. |
| I can put my sentences in order. |
| I can sequence my ideas in my writing. |
| **Vocabulary and Grammar** |
| I can put words together to make a sentence. |
| I can use ‘and’ in my sentence. |
| **Punctuation** |
| I can separate words using finger spaces. |
| I am beginning to use full stops to end a sentence. |
| I am beginning to use capital letters to start a sentence. |
| I am beginning to use a question mark or an exclamation mark (? and !). |
| I can use capital letters for names. |
| I can use capital letters for places and days of the week. |
| I can use a capital letter for ‘I’. |
| **Handwriting** |
| I can sit correctly at the table when I am writing.  |
| I can hold my pencil correctly and use it well. |
| I am beginning to form lower case letters accurately. |
| I can form capital letters and digits 0-9. |
| **Spelling** |
| I can use my knowledge of phonics to spell simple words. |
| I can use simple spelling rules including digraphs and trigraphs. |
| I can spell words like - said, my, so, you, she, be and ‘high frequency words’. |
| I can use the spelling rule for adding ‘s’ or ‘es’ |
| I can use ‘un’ for prefixes. |
| I can use ‘est’ for suffixes. |
| I can spell compound words like - bedroom, football. |